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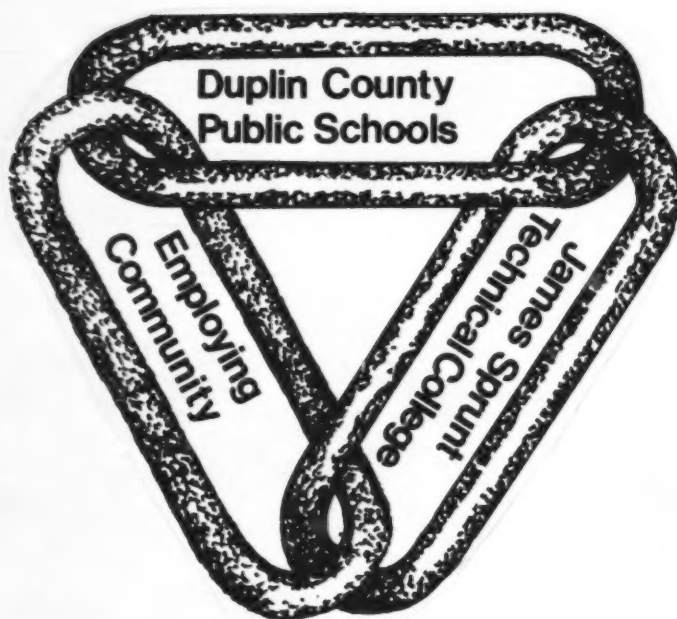
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ABSTRACT

The Three-Tier Vocational Education Program serves economically disadvantaged and handicapped high school students in Duplin County, North Carolina. It is designed to assist these students in developing job-seeking, job-getting, and job-keeping skills in a partnership with high schools, James Sprunt Technical College, and the employing community. The program showed the following positive results for the 1979-80 and 1980-81 school years: (1) workers trained to better meet the job requirements of employers; (2) placement of more than 600 youth in summer and/or part time jobs; (3) improved attendance in Duplin County Schools; (4) improved achievement on the part of students participating in the Three-Tier program; (5) reduction in the school dropout rate in Duplin County, especially among those in the Three-Tier program; (6) college credit for many high school seniors participating in the program; (7) increased enrollment in the James Sprunt Technical College; (8) placement of at least 95 percent of the graduating seniors who participated in the program in jobs or higher education; and (9) increased cooperation with other agencies, the community, and employers. It was recommended that the model developed in the Three-Tier program be refined and implemented in other areas of the state, and that articulation between high schools and community colleges be further studied. (Appended materials include educational resources, linkage examples, and a script for a slide presentation of the Three-Tier program.) (KC)

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THREE-TIER VOCATIONAL EDUCATION PROGRAM

A REPORT OF
RESULTS AND APPROACH

FUNDED BY CETA/SPECIAL GOVERNOR'S GRANT

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TABLE OF CONTENTS

	<u>Page</u>
Introduction: An Executive Summary	1
What Is The Three-Tier Vocational Education Program?	6
How Does It Help Students?	7
Three-Tier Steps To Successful Counseling	9
Whom Does Three-Tier Help?	14
Why Is Three-Tier Needed?	20
What Others Are Saying About Results Of The Three-Tier Program	21
Three-Tier Linkage	26
Articulation of Vocational Education	27
Recommendations	29
Selected References	31
Appendix A	32
Appendix B	35
Appendix C	40

INTRODUCTION: AN EXECUTIVE SUMMARY

THREE-TIER VOCATIONAL EDUCATION PROGRAM

The results that make a difference.

WORKERS WHO BETTER MEET THE JOB REQUIREMENTS OF EMPLOYERS:

Based upon observation of students by teachers and other educators and comments of representatives of the employing community, employability skills including attitudes of students entering the world of work have been improved. According to Tom Yates, Personnel Manager of Guilford East, a textile manufacturer and division of Guilford Mills, this knowledge reduces the amount of time needed to properly orient the student to the job. There has been a significant improvement in the attitude of students entering the work force in Duplin County according to local personnel managers and the Vice-President of Mount Olive Pickle Company. Each student participating in the Three-Tier Program developed an employability plan with the counselor.

REDUCTION IN YOUTH UNEMPLOYMENT:

Through a placement service in the four high schools in Duplin County, youth unemployment has not been a problem. At the National level the government's September 4, 1981 unemployment report shows a record unemployment rate of 45.7% for black and other minority teenagers. For North Carolina in 1980, the unemployment rate for minorities, ages 16-19, is reported by the Employment Security Commission as 31%. Elizabeth Grant of the Employment Security Commission states, "In Duplin County, with the help of the Three-Tier Program, local industry and other agencies, we were able to place 261 youth on jobs this summer. In addition to these jobs with industry and other agencies, approximately 400 youth worked in agricultural work. Your counselors have been immensely helpful to all of our staff in working with the youth. I've never worked with any program that has had a more positive impact than the Three-Tier Vocational Program. You and this program have motivated the whole county. The self-esteem given these young people is immeasurable. They are being successful in entering the world of work . . . we have been one of the North Carolina counties without a summer youth employment problem." In addition to the successes cited by Mrs. Grant, Mr. Bill Hennessee, Executive President of Cates Pickle Company indicated some students had been able to earn more than \$300 per week. The Three-Tier Program provided counseling and placement services for 495 students during the 1980-81 school year. Of the students served by the program, 426 were minorities. Minorities represented 86% of the students involved in the program. Charts showing characteristics of participants in the Three-Tier Program are found on pages 16-19. Many of the students

who have participated in the Three-Tier Program are considered to be high-risk students or difficult to place. Some have potential but are "underachievers."

IMPROVED ATTENDANCE IN DUPLIN COUNTY SCHOOLS:

During the 1980-81 school year, the attendance rate in the six schools involved in the Three-Tier Program improved by 2.41% over the 1979-80 school year. A majority of the 494 students who participated in the program during 1980-81 improved their school attendance record. In the Three-Tier schools during the past year, there were 70.39 fewer absences per day. During the year this would have amounted to 12,670 student days in attendance lost. Based on records according to principals and teachers, attendance for students who had a history of absenteeism has significantly improved.

IMPROVED ACHIEVEMENT ON THE PART OF STUDENTS PARTICIPATING IN THE THREE-TIER PROGRAM:

Through counseling and other services rendered to students participating in the Three-Tier Program, school records indicate an increased number of students are being successful. In a study of the seniors graduating in 1981, it was found that during the two-year period, 62% of the seniors in the program had an increased grade point average. There is also a relationship of achievement test scores to attendance in Duplin County. California Achievement Test (CAT) data shows a relationship between good attendance and student performance or achievement. The CAT results for 1980-81 ninth grade students in Duplin County illustrate the relationship of attendance and performance. Ninth grade students who were absent 0-7 days scored on the total battery a grade equivalent of 10.0; students absent 8-14 days scored 9.0 - one grade equivalent lower; students absent 15-21 days scored 7.7; and students absent more than 21 days scored 6.3.

REDUCTION IN DROPOUT RATE IN THE SCHOOLS OF DUPLIN COUNTY:

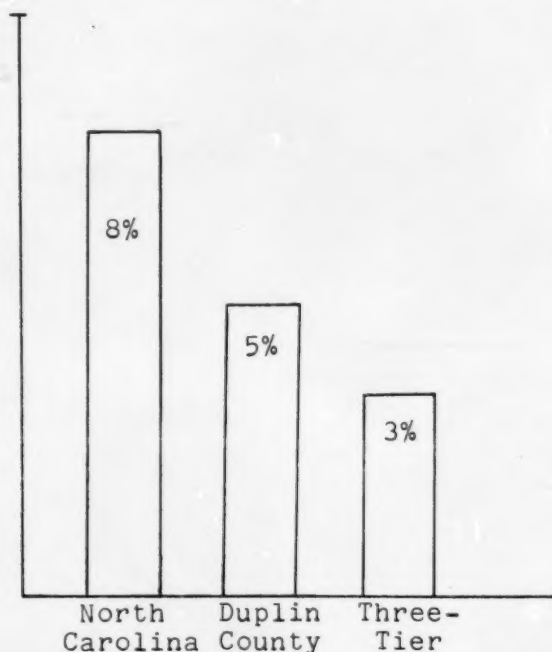
During the administration of Governor Hunt, emphasis has been placed on reducing the dropout problem in the public schools of North Carolina. The Three-Tier Program, funded through CETA by a Governor's Special Grant, provides evidence that the dropout rate can be reduced.

According to the 1980 report from the North Carolina Department of Public Instruction, an estimated 8% of North Carolina's high school students dropped out of school during the 1978-79

school year. The rate in Duplin County during 1980-81 was slightly above 5%. The Three-Tier Program serving high-risk students, economically disadvantaged and handicapped youth in grades 9-12, had a dropout rate of 3.24%.

The graph below highlights the comparison of dropout rates in North Carolina and Duplin County with the Three-Tier Program.

COMPARISON OF DROPOUT RATES



The program has had a positive effect by reducing the number of dropouts from high school in Duplin County. During the 1980-81 school year, the dropout rate decreased by 14% when compared with 1979-80.

ARTICULATION TESTING HAS SIGNIFICANT GROWTH:

At the close of the 1979-80 school year, 87 Duplin County high school seniors took competency tests in auto mechanics and 54 were tested in the area of business education. Credit was earned for 155 courses at James Sprunt Technical College. In May, 1981, 29 students took the auto mechanics test with 42 courses earned. In the area of business education, 150 students were tested. These 150 seniors earned credit for a total of 336 James Sprunt Technical College courses that are applicable toward a degree in business education. Two students earned credit in health education. The 1981 articulation testing program was the most successful in the history of articulation in Duplin County.

IMPACT AT JAMES SPRUNT TECHNICAL COLLEGE:

Another significant outcome has been an increased number of students in vocational programs who have made application to James Sprunt Technical College during the two years of the Three-Tier Program. During each of the two years of the program, 20% of all graduating seniors in Duplin County elected to attend James Sprunt Technical College. This represents a 52% increase over the years prior to the Three-Tier Program.

PLACEMENT AND SURVEY RESULTS:

In each of the two years the Three-Tier Program has been able to successfully place at least 95% of the seniors graduating from high school who participated in the Three-Tier Program, either in jobs or an institution for further development of job skills. The placement data for 1980-81 academic year is based upon information available at the close of the school year. A more detailed breakdown of the placement of students is found on page 8. In a survey of students, grades 9-12, participating in the program, 96% concluded that the Three-Tier Program had been helpful and 95% concluded that the experience in the program would help them get and keep a job. Students also recommended that this type of program should be available to all students. Counselors were effective in working with them according to 97% of the participants responding to the survey.

LINKAGE WITH OTHER AGENCIES ARE COOPERATIVELY MAINTAINED:

Other agencies include the Employment Security Commission, National Association of Retarded Citizens, Mental Health Department, private colleges, and others. Through linkage with other agencies, utilization of materials, equipment, and services have been available to the students participating, thereby providing a program of increased value to the student at less cost to the taxpayer. Through linkage, more effective planning resources for training of youth are better utilized. The main result of this linkage, according to members of the employing community, is a more orderly transition from school to work. (Refer to Appendix C for letters confirming the above.)

PARTNERS IN EDUCATION:

A strong relationship has been developed with the employing community because of the partnership which has been established between Duplin County Public Schools and James Sprunt Technical College. This partnership results in educational programs which are better designed to meet the job requirements of this community. For example, with assistance and cooperation of business

and industry, an educational model has been developed regarding worker excellence and attitudes. Business and industry involvement has increased dramatically. (Refer to Appendix C for letters confirming the above.)

On the following pages is described the processes used to make the program work to the degree described in the Executive Summary.

WHAT IS THE THREE-TIER VOCATIONAL EDUCATION PROGRAM?

The Three-Tier Vocational Education Program serves economically-disadvantaged and handicapped students in grades 9-12 in the secondary schools of Duplin County. It is designed to assist these students in developing job-seeking, job-getting, and job-keeping skills in a partnership with high schools, community colleges, and the employing community.

The Three-Tier Vocational Education Program includes the active recruitment of economically-disadvantaged and handicapped students in vocational programs that enables students to develop job skills, determines the available jobs in vocational areas and provides educational opportunities which are responsible to job market conditions. The program is a coordinated system providing not only the essential skills and knowledge needed for a job, but also the attitudes essential for getting and holding productive jobs. Students are matched with programs consistent with their ability to achieve.

The Three-Tier Vocational Education Program is an example of the cooperative spirit which exists between the high schools of Duplin County and James Sprunt Technical College. In partnership with the employing community, the high schools and James Sprunt are better able to provide educational programs designed to meet the job requirement of this community.

Parents have entrusted to the educational institutions of Duplin County the most precious asset they have--their children. Development of a strong program of vocational educational training and counseling is a significant way of earning that trust while ensuring a more productive adult life.

Through the partnership relationship which has been developed through the Three-Tier Vocational Education Program, Duplin County Schools, James Sprunt Technical College, and the employing community are working together to assist young people reach their highest level of achievement. People working together can make tomorrow not a dream, but a reality. As James Wood has said, "Education today, more than ever before, must see clearly the dual objectives: education for living and educating for making a living."

The Three-Tier Vocational Education Program is funded through the North Carolina State Board of Education by a Special Governor's Grant from CETA.

HOW DOES IT HELP STUDENTS?

The Three-Tier Vocational Education Program provides the means necessary for attitudinal change and the opportunity for building a positive self-image. Disadvantaged students involved in the program usually possess a negative attitude and lack self-esteem. The counselor attempts to motivate the one's involved by letting him or her* know that he is important as an individual; that each one has his own special place in the world and can be and should be recognized for his own worth. This is achieved by different means:

- 1) close, in-depth counseling sessions with student,
- 2) parental conferences through home visits and/or school visits,
- 3) review of student record,
- 4) in-put from administration and faculty,
- 5) peer group "rap" sessions.

Another purpose of the program is to improve study habits. Many of the disadvantaged youth have not developed to their fullest potential due to a lack of motivation and guidance. It is a must on the part of the counselor to assist in this area. Some methods used are:

- 1) periodic checks with student and teachers concerning program,
- 2) lessons on study skills through use of filmstrips/cassettes, pamphlets, and brochures,
- 3) proper planning with student to enable him to enter a curriculum to meet needs,
- 4) progress reports to parents,
- 5) establish rapport with student; when grades improve, give the student a reward, words of encouragement, a verbal compliment, a pat on the back, a hug, or handshake; thus, the student's study skills and grades will improve,
- 6) teacher and/or peer tutor sessions.

An awareness and taking advantage of job opportunities is another purpose of the Three-Tier Program. The student should know the availability of jobs in his own locale and surrounding area. This is necessary to help the student establish goals for the future. The program provides this facet by:

*Hereafter, "he" will refer to both males and females.

- 1) business contacts from the proper sources,
- 2) presentations and lectures by resource persons,
- 3) on-site visits and/or field trips to colleges and businesses,
- 4) literature, pamphlets, applications, and other forms from business/industry and colleges,
- 5) Career Day on school campus,
- 6) T.V. tape sessions with business personnel,
- 7) Trade Fairs.

The results shown below dramatically illustrate the success of the program. The placement rate for completers was more than 95%.

THREE-TIER VOCATIONAL EDUCATION PROGRAM

Placement Results

(Completers)

		Seniors (1979-80)	Seniors (1980-81)
Further Education and Training	James Sprunt	29	25
	Other 2-year schools	8	16
	Four-year schools	20	17
	Other	1	2
	Sub-Total	<u>58</u>	<u>60</u>
Employment	Military	17	13
	Full-time	13	21
	Part-time	4	3
	Sub-Total	<u>34</u>	<u>37</u>
Other	No placement	3	2
TOTAL		92	99

NOTES: Of the 15 seniors in the program in 1979-80 who are not classified as completers, 4 dropped out of school, 1 moved, and 10 returned to high school. Three of the 4 dropouts are employed full-time, the other is employed on a part-time basis.

Of the 25 seniors in the program during 1980-81 not classified as completers, only 2 were dropouts, 1 transferred to another school system, 15 remain in high school, and the other 7 were carryovers into the fiscal year and are included in data for 1979-80.

THREE-TIER STEPS TO SUCCESSFUL COUNSELING*

To provide a learner-centered counseling and job placement service which provides students with the opportunities/learning experiences to develop job-seeking, job-getting, and job-keeping skills, and to further develop vocational skills, the counselors in the Three-Tier Program utilize as a guide the steps which follow.

Public Awareness is a Necessity:

- 1) School administrators, teachers, the employing community, and the public were informed concerning the program, including:
 - a) Media serving area,
 - b) Consult business and industrial leaders,
 - c) Meetings with school administrators and teachers,
 - d) Civic groups.

One of the most effective ways to inform the public concerning the program is through the use of the media (newspapers, television, radio, pamphlets, brochures, journals, periodicals). Close contact with business and industry leaders is necessary to keep the public aware of the progress. This is accomplished through open communication via on-site visits, correspondence, conferences, telephone calls, workshops, and mini-seminars. Periodic meetings with the school administrators and faculty members aids in keeping abreast of the latest developments in the program. Another important liaison necessary for a close community relationship is the use of civic organizations to further inform the public.

Determining the Occupational Training Needs of Disadvantaged Students:

- 2) Perform needs assessment on students and their opportunities for employment in occupational areas: auto mechanics, office occupations, health occupations, masonry, carpentry, or other vocational programs.

*May vary depending on the uniqueness of the individual case. Revise as required, based on program effectiveness in reconciling student needs.

- a) CETA guidelines (economic or handicapped status),
- b) Students identified by referral (teacher, administrator, agency),
- c) Counselor review of student records
 - 1. Test information
 - 2. Past performance

This determination can be made by use of the CETA guidelines (economic or handicapped status). Students may also be referred by informative sources; e.g., administrators, teachers, guidance counselor, students, and/or agencies, Employment Security Commission, Mental Health, Vocational Rehabilitation, Social Services, the juvenile systems, and others. The counselor assesses needs of students by review of school records. The test information and past performance is considered. Interest inventories are administered to evaluate the academic/vocational aptitude and ability of the students. This year the P.A.Y.E.S. test was given to the seniors at all the high schools. Some useful instruments helpful in assessing individuals are the Harrington O'Shea Inventory, the McKnight Decision Making Program, P.A.Y.E.S., Career Exploration Kit, The Job Box, the Information Job Kit, and the Multi-Media Kit: Selecting a Vocation. These materials enable the counselor to evaluate, help determine, and inform the student of his/her potential vocational interests and/or career goals.

Selecting Participants:

- 3) Identify, select, and recruit students to participate from:
 - a) CETA guidelines,
 - b) Counselor review of student records,
 - c) Referrals,
 - d) Vocational interest.

This objective is met by using the CETA guidelines, students' vocational interests and teacher referrals. The counselor may also review the student's record for additional data.

Identifying Participants' Abilities and Interests:

- 4) Determine and list student's proposed occupational objectives and perceived benefits by:
 - a) Discussions with student,
 - b) Conferences with teachers,
 - c) Test or other data (interest inventories, etc.)

The counselor meets with the student on an individual basis. By developing a close relationship with that student, the counselor is able to derive the necessary information concerning the participant's occupational interests. Resource materials can aid in assessing the objective. Various resource materials were used by the Three-Tier Program which included: (1) The Job Box, (2) D.O.T. and Occupational Handbook, (3) Career Exploration Kit, (4) Vocational Interest Inventories, (5) Occupational filmstrips and cassettes, (6) McKnight Career Decision Making Program, and (7) Vocational Games.

Developing Each Participant's Plan for Employability:

- 5) Identify actual skills/knowledge/attitudes required for achievement of proposed objectives, derived benefits, and placement prospects.
 - a) Student contact,
 - b) Teachers,
 - c) Test or other data.

Conferences with the students to discuss their goals and aspirations are held on a regular basis. Role models within the schools and community are identified; relevant resource materials are utilized; vocational teacher referrals are considered, and input from the parents is deliberated. After all this data is gathered, it is incorporated into an employability plan. The ultimate purpose of this plan is to assist the student in establishing a career goal. This is a joint effort on the part of the counselor and the student and is signed by both parties respectively, thus forming a type of contract.

Identifying Skills Needed by Participants:

- 6) Determine students' skills/knowledge/attitude levels in areas required for achievement of identified objectives.
 - a) Identify discrepancies between required skills/knowledge/attitude levels, and those possessed by students,
 - b) Translate discrepancies into support objectives required to assist students to achieve occupational objectives,
 - c) Identify course objectives required to help the students achieve occupational objectives.

The main components involved in meeting this objective are identifying and translating the discrepancies into support objectives essential for the student to achieve his occupational objective. The counselor must identify the discrepancies between the required skills/knowledge/attitude levels, and those possessed by the students. After these discrepancies have been identified, the counselor translates these into support objectives required to assist the students to achieve occupational objectives. Course objectives are then established and identified to help the student achieve occupational objectives.

- 7) Identify available methods/means to help students achieve course objectives both on and off campus through development of an action plan or employability plan.
 - a) Translate selected methods/means into an action plan that the student will implement to achieve objectives,
 - b) Identify constraints that might keep students from completing successfully the plan of action,
 - c) Expand plan of action to include reconciliation of identified constraints,
 - d) Obtain student decision to commit either to implementation of action plan or return to "4",
 - e) Implement and monitor action plan for achieving student objectives.

The development of the employability plan enables the student to actively become involved with the planning of his/her future. An employability plan is individualized in an effort to best suit prescribed goals to that individual. Adhering to the employability plan and attempting to obtain goals established in the plan is suggested (but not dictated) by the counselor. The counselor can provide individualized, group or "special" counseling--depending upon the student's needs. Interest inventories and vocational preference tests are given in addition to other efforts in determining a career choice. Students encounter "real" work situations through industrial visits and resource speakers (example: recruiting officer, college instructors, business executives, and others) who are invited to address students at school. Other field trips could be planned to enhance career awareness.

Job Placement or Further Training -
The Final Outcome:

- 8) Assist student with required placement - job or additional training or both.
 - a) Counseling,
 - b) Employment Security Commission,
 - c) Job applications/interviews,
 - d) Job Development.

This objective is of great importance in the Three-Tier Vocational Education Program. Special emphasis is placed within this necessary component. The Employment Security Commission can be utilized to its fullest extent in this area. An up-dated list of job opportunities available in the area is readily accessible. The counselor can conduct mock interviews and application completion lessons using the varied forms procured from business and industry. Through close and direct contact with the Employment Security Commission, the counselor is aware of vacancies and/or new positions as they occur. Also, through this awareness job development opportunities existing are made known to the counselor who thereby relays the information to interested students.

- 9) Evaluate effectiveness of program in achieving student objectives.
 - a) Test data for seniors exiting program,
 - b) Opinionnaires (student and educator),
 - c) Follow-up (fall and spring),
 - d) Determining placement and training rates,
 - e) Others as needed.

The test data for seniors who are exiting the program can be used to evaluate the growth provided or to designate weak aspects of the program. By comparing pre- and post-test scores, a more accurate viewpoint can be attained. At regular intervals, opinionnaires are distributed to the participating students and faculty in an effort to assess the effectiveness of the program and to enlist their aid in constructive criticism and plausible recommendations. The merit of the program can also be evaluated through planned home visits and parent/guardian conferences. This affords another outlet of expression of its effectiveness of the program by providing feedback from the home environment other than the student. The home visit often supplies insight into the total make-up of the student. This facet of the program enhances the "I can attitude" by providing the humanistic approach which serves as a basis for improving the educational climate for the student. Adequate follow-up is an absolute

necessity in that it provides statistical data vital to prove program effectiveness exists. We feel that a two-year follow-up period is essential to attest to the justification of the Three-Tier Vocational Education Program of the Duplin County School System.

WHOM DOES THREE-TIER HELP?

The Three-Tier Vocational Education Program is designed for the disadvantaged youth in grades 9-12. The three categories are physically and/or mentally handicapped, and the economically deprived. Criteria must be met by the students to qualify for the program. The methods used to establish and identify the referrals are:

- 1) CETA guidelines,
- 2) Counselor review of student records,
- 3) Vocational interests,
- 4) Referrals from school personnel,
- 5) Test scores indicating vocational preference.

During 1979-80, 385 out of 447 or 86% of the participants were minority and 214 or 48% were female. Out of the 107 seniors, 93 or 87% were minority and 58 or 54% were female.

Of the 495 participants in the program, 426 or 86% of the participants in 1980-81 were minority and 262 or 53% were female. Out of the 124 seniors, 111 or 90% were minority and 68 or 55% were female.

Each year business education courses accounted for the largest number of participants. The total number of students in program areas are shown in the charts on pages 16 and 17 is greater than the number of participants because some students were enrolled in more than one course.

Since the Three-Tier Program began in 1979, the program has had 941 participant contacts. During 1980-81 the number of students enrolled was 495 while the number of young people served during 1979-80 was 447. Handicapped students accounted for 15% of the students enrolled in the program in both 1979-80 and 1980-81. The program as originally planned was to accommodate 190 students.

The participants served by Three-Tier represent the racial and ethnic backgrounds of Duplin County.

Eligibility of Participants:

All students enrolled in the Three-Tier Vocational Education Program had to meet the following qualifications:

- 1) All students were to be enrolled in school at the time he/she was selected to participate in Three-Tier.
- 2) Students were to be in grades 9-12.
- 3) The youth had to be a member of a family with a total family income at or below 70% of the lower living standard income level, or be handicapped.

The following charts summarize information about Three-Tier participants. Classification of students as handicapped or economically-disadvantaged is based on CETA definitions.

1979-80
PARTICIPANT SUMMARY
THREE-TIER VOCATIONAL EDUCATION PROGRAM
DUPLIN COUNTY SCHOOLS

SCHOOL	GRADE				TOTAL	RACE		SEX		Handi- cap	Business	Auto Mechanics	Hea. Occup.	Carpentry	Masonry	Dist. Educ.	Home Ec.	Food Service	Drafting	Agriculture	Intro. to Voc.	Trade & Ind.	Ind. Arts	Other
	9	10	11	12		B	W	M	F															
East Duplin	34	38	27	31	130	92	38	69	61	21	25	5	12	4	16		18	7	4	2	19	24		1
James Kenan		41	15	29	85	81	4	31	54	12	55	17		3	5		5			2				
North Duplin	22	28	19	19	88	76	12	53	35	16	30	20		14			3			20				1
Wallace-Rose Hill	30	26	26	28	110	105	5	42	68	10	51	1		17	15	2	21		3	10		5	3	2
E. E. Smith	16				16	16		9	7	2							7			9				
Warsaw	18				18	15	3	10	8	8							8						10	
TOTALS (Percentage)	120 (27)	133 (30)	87 (19)	107 (24)	447 (100)	385 (86)	62 (14)	214 (48)	233 (52)	69 (15)	161	43	12	38	36	2	62	7	7	43	19	29	13	4

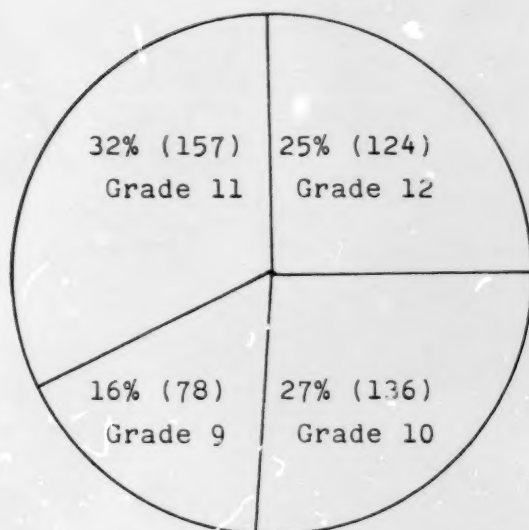
1980-81
PARTICIPANT SUMMARY
THREE-TIER VOCATIONAL EDUCATION PROGRAM
DUPLIN COUNTY SCHOOLS

SCHOOL	GRADE				TOTAL	RACE		SEX		Handi- cap	Business	Auto Mechanics	Hea. Occup.	Carpentry	Masonry	Dist. Educ.	Home Ec.	Food Service	Drafting	Agriculture	Intro. to Voc.	Trade & Ind.	Ind. Arts	Other
	9	10	11	12		B	W	M	F															
East Duplin		49	46	40	135	93	42	68	67	31	32	5	9	2	19		20	8	4	0	7	25		16
James Kenan		38	47	32	117	114	3	51	66	18	34	13	8	6	21	10	22	2	7	14				21
North Duplin	7	21	37	24	89	79	9	46	43	18	20	9		5			20		1	31		15		14
Wallace-Rose Hill	15	28	27	28	98	91	7	40	58	6	46	1		13	10	3	18	10	8	8			12	
E. E. Smith	27				27	25	2	14	13								13			14				
Warsaw	29				29	23	6	14	15	3							15						14	
TOTALS (Percentage)	78 (16)	136 (27)	157 (32)	124 (25)	495 (100)	425 (86)	69 (14)	233 (47)	262 (53)	76 (15)	132	28	17	26	50	13	108	20	20	67	7	40	26	51

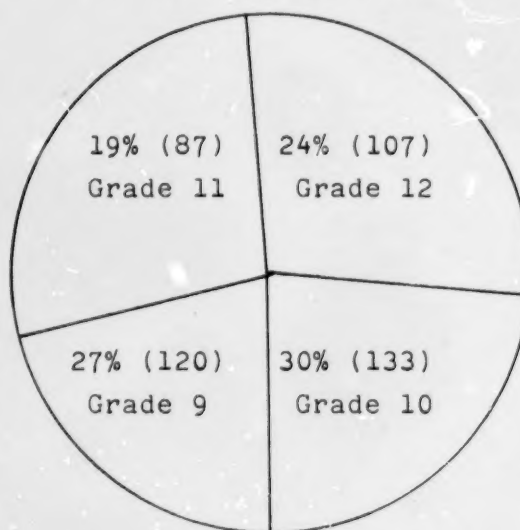
1 Asian

PERCENTAGE OF THREE-TIER PARTICIPANTS BY GRADE

1980-81
(495 students)

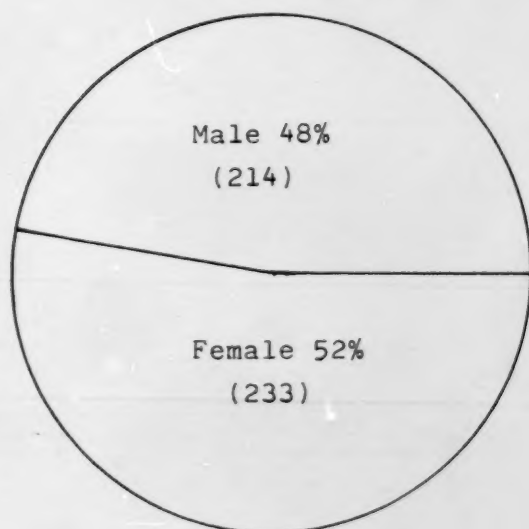


1979-80
(447 students)

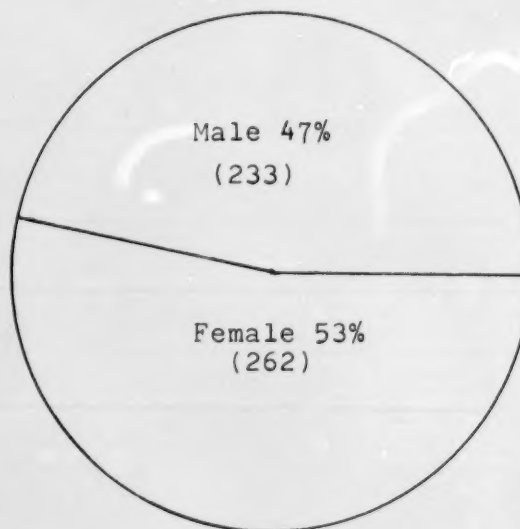


PERCENTAGE OF THREE-TIER PARTICIPANTS BY SEX

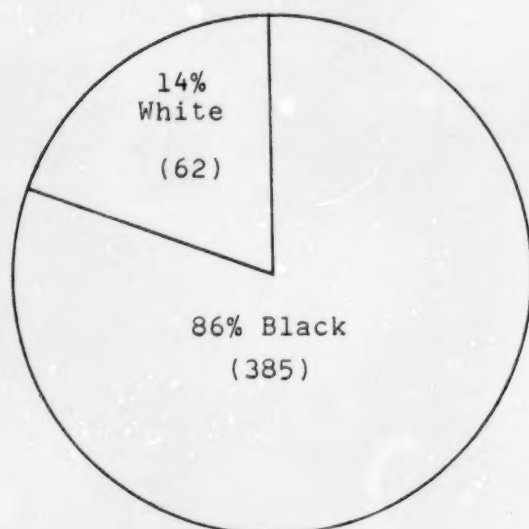
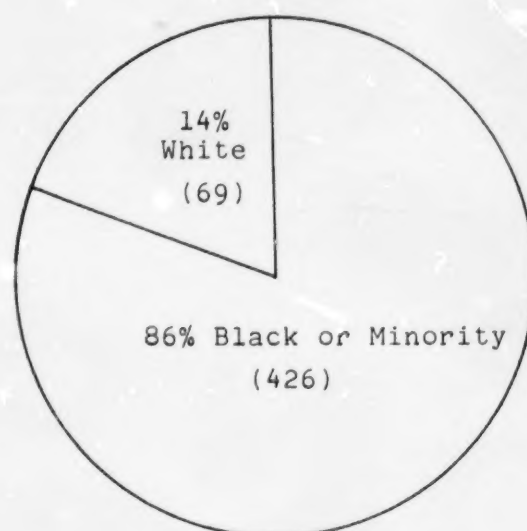
1979-80
(447 students)



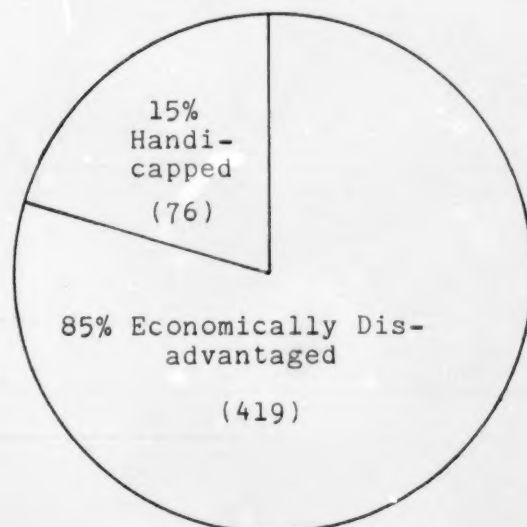
1980-81
(495 students)



PERCENTAGE OF THREE-TIER PARTICIPANTS BY RACE

1979-80
(447 students)1980-81
(495 students)

PERCENTAGE OF PARTICIPANTS CLASSIFIED AS HANDICAPPED OR ECONOMICALLY DISADVANTAGED

1979-80
(447 students)1980-81
(495 students)

WHY IS THREE-TIER NEEDED?

The Three-Tier Vocational Education Program assists the employing community by providing well-informed job applicants who are through the program aware and eager to contribute to the working world. This is accomplished by in-depth counseling whereby the counselor and student work jointly in promoting changes. These changes include building a positive attitude, a sense of self-worth, and improvement in attendance and grades. The counselor and student work together to attain an overall change in attitude. Emphasis is placed on all the positive aspects and the negative aspects are deleted. By instilling the desire to work, the student is ready to meet the requirements of the employing community.

The program is enhanced by correlating the services of resource and social agencies. The Three-Tier Program benefits from the efforts of these agencies and they in turn benefit from Three-Tier. Referrals are made to the proper organizations when special needs arise. The agencies cooperate jointly with Three-Tier by providing the needed services. Excellent rapport is developed between the Three-Tier Program and the service agencies by close contact and communication and thus, the multiple needs of the disadvantaged student is met.

By involving the business/industry persons, the technical colleges, the resource and service agencies, a partnership is formed with the total community. This enables the Three-Tier Program to have a close knit relationship with all concerned by achieving the goals established. Because of this fact, there is now an understanding between the business community and the school system which prior to Three-Tier had not existed. The cooperation between the total community and Three-Tier provides a humanistic approach to education. The complete involvement of so many different persons from all walks of life enables the program to be a success.

The Three-Tier Vocational Education Program strives to help the disadvantaged student develop into a whole, complete, self-assured young person. The program wants the graduating senior to be able to go out into the world--full of confidence and ready to meet the challenges of life. The program not only proposes to develop job-seeking, job-getting, and job-holding skills, but attempts to instill within that young person the "I can do it!" attitude and make him/her feel worthy. The Three-Tier Vocational Education Program provides the opportunity to:

- 21
- 1) Stress interaction with others and prepare the student to meet life,
 - 2) Train the student how to think . . . not what to think,
 - 3) Give each student an opportunity to reach his/her highest academic/vocational potential,
 - 4) Create a feeling of accomplishment,
 - 5) Encourage self-expression through creative thinking,
 - 6) Develop positive attitudes,
 - 7) Guide students in setting worthy and realistic goals,
 - 8) Suit the development of the student in all stages; i.e., social, physical, and conceptual,
 - 9) Emphasize appreciation of self, fellow man, and the democratic way,
 - 10) Advocate total participation and leadership experiences through co-curricular activities.

WHAT OTHERS ARE SAYING ABOUT RESULTS OF THE THREE-TIER PROGRAM

Business & Industry Comments

"While visiting the area schools, I also learned that Three-Tier has involved representatives from James Sprunt Technical College, North Carolina Department of Corrections, and other area industries into your program. I feel this extra dimension will add even more support to your program." Ben Ellenberg, Personnel Manager, National Spinning Company.

"Mt. Olive Pickle Company, Inc., wants to express appreciation for and support of the Three-Tier Vocational Education Program, which provides vocational counseling for the economically disadvantaged and handicapped students in Duplin County." Walter Mangum, Vice-President, Mt. Olive Pickle Company, Inc.

"Responses from students to whom I spoke and the interesting questions they asked indicated a renewed interest in vocational training and continuing education in our local community colleges and technical schools. It is my opinion that this renewed interest can be attributed to the Three-Tier Vocational Education Program." Tom Yates, Personnel Manager, Guilford East.

Community Leaders' Comments

"The newest program in the Duplin County School System, the Three-Tier Vocational Education Program, has been highly successful. It is helping to make our students aware of the availability of jobs within the area and helping to instill the desire to work." Vance Gavin, Attorney.

"The program improves attitude and attendance in our school system. The number of dropouts will be lowered if the program can continue. Our students can 'learn to earn' through the efforts of Three-Tier." Elwood Revelle, Sheriff of Duplin County.

"The program helps the disadvantaged youth to stay in school, learn a trade, and obtain a job. There is a need for this type of program in our deprived county." Michael Bell, Correctional Programs Supervisor, Duplin Correctional Center.

"This program has assisted the students in learning job skills which enables them to enter the working world. It provides the means necessary for them to become tax-paying, contributing members of society; thus, minimizing the welfare burden." Ralph Cottle, County Manager, Duplin County.

"The Three-Tier Vocational Education Program is one of the best programs in our educational system. It fulfills the needs of the disadvantaged youth. Many of these had been neglected before the program was realized." Christine Williams, Register of Deeds, Duplin County.

Technical College Comments

"I certainly want you to know, too, that I and the James Sprunt Technical College personnel under my supervision have been most appreciative of the invitations from the Three-Tier counselors to visit with groups of high school students for the purpose of discussing vocational education." Dr. Carl Price, President, James Sprunt Technical College.

"The good working relationship that previously existed between James Sprunt Technical College and the Duplin County Public Schools has been further enhanced through association with the Three-Tier Vocational Education Program." Dr. Gene Ballard, Dean of Instruction, James Sprunt Technical College.

"I think it is most noteworthy that Three-Tier will actually do in-depth follow-ups on students who are graduated from vocational programs." Jess Outlaw, Director of Vocational/Technical Education, James Sprunt Technical College.

Technical College Comments (cont'd.)

"James Sprunt Technical College's application count from every high school in this county has greatly increased, and this can be credited directly to the Three-Tier Program." Rita Brown, Director of Admissions, James Sprunt Technical College.

"The Three-Tier Program has reached many students who were potential dropouts or terminal high school graduates and encouraged them to continue their education." Joe Tillman, Counselor, James Sprunt Technical College.

"I know of no other single program that has enhanced our total educational efforts in Duplin County as much as this program." Doug Judge, Director of Evening Programs, James Sprunt Technical College.

"Because of the Three-Tier Program, more people are becoming aware of the opportunities that exist in the occupational areas including both educational and employment opportunities." Gayle Weeks, Director of Health Education, James Sprunt Technical College.

Vocational Teachers' Comments

"The Three-Tier Vocational Education Program has helped the majority of vocational students to be placed in jobs or to continue their education at a technical college." James Rogers, Wallace-Rose Hill High School.

"The program has helped many students I feel would have dropped out of school had it not been for the individual attention they received through the counseling." Emily Wells, Wallace-Rose Hill High School.

"The Articulation Program has been a great asset to our school. It has helped the students to gain credit when they enter the technical college and not have to repeat courses." Kaye Brown, East Duplin High School.

"The articulation component has enabled the vocational students to receive credit for knowledge already acquired through high school; thus, when they enter James Sprunt Technical College, they have units to apply toward their diploma." Marvin Dazey, James Kenan High School.

Vocational Teachers' Comments (cont'd.)

"The program has caused the students to have a more positive attitude toward planning their future. They now are interested in planning their curriculum in a sequential pattern." Earl Spell, East Duplin High School.

"The attitude of the disadvantaged student has definitely improved because of the Three-Tier Vocational Education Program. The counselor has a positive effect on the student by helping him/her establish goals and decide upon a future." Roy Vestal, North Duplin High School.

"There has been a drop in student failure and absenteeism which I directly attribute to the Three-Tier Vocational Education Program." James Martin, James Kenan High School.

"In addition to helping the disadvantaged youth find jobs, our counselor helps these kids to find themselves. This is a most important factor. It provides a significant chance for the disadvantaged student to have a better life. Prior to the Three-Tier Program, many of these kids did not have a counselor to listen to their problems and attempt to meet their needs." Doug Davis, North Duplin High School.

School Administrators' Comments

". . . very happy with the program. We have helped kids through this program that we hadn't touched before. It has helped with attendance and attitude." Jake Atkinson, Principal, North Duplin High School.

"We are very pleased with the program and want it to continue in our school." William Taylor, Principal, James Kenan High School.

". . . helped the kids tremendously. It has helped them to know what they can do after school and has helped them during school." C. R. Powers, Principal, East Duplin High School.

"The program has helped our kids stay in school. It has been a real asset to our system. It improves their job skills and makes them aware of what the working world has to offer." J. G. Henry, Principal, E. E. Smith School.

"The services provided by Three-Tier Vocational Education Program has had a positive effect on our school. Students who really need help now have someone who cares. A counselor for the disadvantaged has long been needed." Neal Carlton, Principal, Wallace-Rose Hill High School.

Parents' Comments

"I have one son who comes to the counselor when he's in trouble . . . helps the kids get interested in school . . . My son studies more at night since the program began." Mrs. Ada Newkirk.

"I wish they had this program when I was in school . . . The best part is helping kids get jobs and school children don't get jobs easily . . . My son has been making better grades . . . before he just wanted to pass. It's nice to know that somebody is doing some good. We need all the help we can get." Mrs. Roberta Moore.

"The program has helped the kids in this area. They tell me the counselor has been a great influence in their lives. The counselor has helped them acquire jobs, helped them to choose the correct attitude, and with their appearance for an interview." Ms. Beulah Faison.

"I think the program has been a great help to both my sons. Their attitudes toward school has changed. Their study and work habits have changed. I think they are enjoying school more and are getting more out of school. I believe both of my sons will finish high school and learn useful skills and get jobs." Mrs. Lila Teachey.

"The Three-Tier Vocational Education Program has helped my kids so very much, and I thank the entire staff." Mrs. Pearlie Mae Ammons.

"The Three-Tier Program is the greatest program that has happened to our school. The services provided by the counselor helps the students to stay in school and plan a future." Mrs. Patricia Moore.

Students' Comments

"The Three-Tier Program has come as a 'life saver' at the present time with the economy and the job market as it is during this time." Deborah Smith, 18.

"The program has helped me better understand what it means to have a good education. It has helped many students get jobs and learn how to look for jobs in the correct way." Connie Powers, 16.

". . . changed my way of thinking. They care about the individual . . . made me confident and sure of myself." Alex Herring, 18.

Students' Comments (cont'd.)

" . . . doing work on my own has made me put more effort into it . . . The interviews have helped me gain self-confidence." Teresa King, 17.

"My counselor understands people better than any other one. She is very helpful and understanding. We need all the help we can get." Erwin Baker, 18.

"The program has made me think about what I want to do after school . . . They care about what I want to do after school . . . They care about the students more." Ricky Ammons, 17.

"The program has helped me by giving me a new perspective and great assurance. It has been beneficial to many at our school." Gloria Davis, 17.

"Three-Tier has helped me improve my attitude toward work and school. It has helped me to identify my skills and objectives in life." Gwen Hall, 17.

"The program has helped me to improve my grades. It has also helped me to develop a good self-concept. It has helped me in developing more self-respect for myself and others." Gladys Simmons, 17.

THREE-TIER LINKAGE

Through intense efforts on the part of the Three-Tier personnel, significant linkage of education, the employing community, and other agencies has been accomplished. Through linkage (coordination and cooperation) service of each organization has been improved. The success of the Three-Tier Program has been because of the harmony and partnership formed by merging the three components: (1) the secondary schools, (2) technical/community colleges, and (3) the employing community. Linkage between these three agencies is accomplished by:

- 1) Close communication between those involved,
- 2) Periodic visits,
- 3) Workshops, seminars, and conferences,
- 4) Continuous updating of latest job opportunities and data available,
- 5) Training and in-service sessions,

- 6) Will to cooperate,
- 7) Committed personnel,
- 8) Earned trust,
- 9) Friendship,
- 10) Mutual philosophy.

Each also has common needs:

- 1) Citizens who are knowledgeable,
- 2) Youth who are employable,
- 3) Labor market that is improved,
- 4) Individuals who are successful rather than failures.

The interest generated by the close communication between the three components of Three-Tier can be attributed to the caring, concerned attitude of those involved. There is a close-knit relationship between the employing community. The Three-Tier staff always receive a warm welcome from the others involved in the program.

The partnership which has developed recognizes that we need each other to improve the success rate of our constituents. Working together accomplishments are increased.

ARTICULATION OF VOCATIONAL EDUCATION

Articulation between the systems is not only possible, but by working together, the public schools, the community colleges, the employing community, and other agencies can accomplish more than either can do alone. By working together the partnership is strengthened.

Why articulate? Articulate because each system has advantages that the other needs to achieve its mission. The benefits can be tremendous and are clearly worth the effort.

Articulation

The principal function of articulation or program alignment is to ensure that vocational students seeking advanced instruction are not required to repeat occupational instruction which they successfully completed in high school. Advanced credit earned by students entering James Sprunt results in a major savings to the individual in time, effort, and money. It enables the student to reach vocational goals sooner.

Curricular areas articulated to data include drafting, auto mechanics, office occupations, health occupations, and building trades (masonry and carpentry). An Instructional Objectives Guide has been developed for each area articulated except carpentry.

Counseling

An additional component of the articulation project is an emphasis on job counseling and job placement. As a part of a partnership with James Sprunt and the employing community, the high school vocational counselor is a significant link in a program designed to improve marketable job skills of students. A counseling concept which prepares students to work, to help them plan their future, to assist them in getting a job, to assist students after they have been placed on a job, and to follow up on their progress has been developed.

Articulation Benefits

- 1) Is less expensive than using taxpayers' money for student to repeat the same courses,
- 2) Reduces duplication of effort, delay, and frustration for the student at the post-secondary level who has acquired job skills in high school,
- 3) Enhances job opportunities for the student by identifying student job qualification more accurately,
- 4) Improves communication between secondary and post-secondary administrators, vocational educators, and guidance counselors and develop teamwork,
- 5) Improves vocational program content,
- 6) Improves vocational program performance standards,
- 7) Improves quality of vocational program instruction and student performance evaluation,
- 8) Provides opportunity to acquire marketable job skills,
- 9) Highlights available equipment and reference material,
- 10) Provides guidance counselors with more and better vocational program information, and to motivate them to have more concern for students with interest in vocational programs,
- 11) Establishes more effective vocational program advisory committees,
- 12) Enhances status of vocational programs by making more effective use of lay advisors to communicate program activities, objectives, and performance standards to other employers of the occupation,
- 13) Provides a procedure for assessment of vocational programs.

RECOMMENDATIONS

The professional staff of the Three-Tier Vocational Education Program, after careful evaluation of the program, its approach and results, offers the following recommendations. The recommendations include that:

- 1) Regional pilot programs, similar to the Three-Tier Program, be established in each of the eight educational regions in North Carolina.
- 2) The State Board of Education strongly support at the state level through policy or by seeking legislative action in the General Assembly the concept of articulation with regards to secondary/post-secondary vocational education programs.
- 3) Each educational unit in a given service area establish a joint vocational advisory council whenever practical.
- 4) The number of student contacts per public school counselor be reduced as one means of improving student services.
- 5) A careful study be made of the dropout problem as it relates to public education in North Carolina and redefine the term "dropout" as it relates to meeting the needs of students.
- 6) A review of the current vocational education data collecting and reporting system be conducted. Upon completion of the review process, a method of collecting and reporting data should be developed which does not exclude any program areas or groups of students.

THREE-TIER VOCATIONAL EDUCATION PROGRAM

Duplin County Board of Education
P. O. Box 128
Kenansville, NC 28349

Phone: 296-0127

DIRECTOR

Dr. M. Austin Carter

COUNSELORS

Mr. Linwood Baker, Wallace-Rose Hill High School
Ms. Nadine Blanton, North Duplin High School
Ms. Reynell Chasten, E. E. Smith Junior High School &
Warsaw Junior High School
Mr. Roma Kenan, East Duplin High School
Mrs. Judy Malpass, James Kenan High School

SECRETARY

Mrs. Ada Dunn

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APPENDIX A

EDUCATIONAL RESOURCE MATERIAL*

Listed are some educational resource materials which may be useful in providing counseling services for young men and women. Each resource has been identified because of its usefulness as a tool in assisting young people develop employability skills. The number(s) in parentheses beside each resource indicate(s) the identified counseling objective(s) for which the resource is applicable. The use of the resources identified or others is only limited by the imagination of the individual.

A Curriculum Guide for Pre-Employment Skills (5,6)
 All About Me (5)
 Basic Aptitude Development (7)
 Basic Skills (6,7)
 Beyond High School, What? (8)
 Can of Squirms--Jr. High (2)
 Career Assistance and Placement Services (8)
 Career Education Clusters (4)
 Career Game (2)
 Career Information System (2)
 Career Kit (2,8)
 Choose A Career (2,8)
 College Major Careers Kit (2,8)
 Communication Skills for Succeeding Into The World
 of Work (5,6)
 Deciding Class Set (2)
 Decision and Outcome (6,7)
 Developing As A Person (5)
 Developing Self-Respect (5)
 Dictionary of Occupational Titles (2,4)
 Diploma or Drop-out: It's Your Choice (7)
 Entering The Occupational World (4)
 Entering The World of Work Series (4)
 Exploring Careers (7)
 Exploring Career Decision-Making Series (7)
 Financial Aids for Higher Education (8)
 Forms In Your Future (5)
 Good Work Habits (6,7)
 Guide for Occupational Exploration (7)
 Health Career Kit (2,8)
 Help Wanted Aids Kit (5)
 How Do I See Myself (5)
 How To Apply For A Job (7)
 How To Fill A Job Application (6)
 How To Get Along With People (5)
 How To Match Aptitudes (5)
 How To Match Jobs with Interest (4)

*Number(s) refer(s) to step(s) cited previously for which the resource materials may be used.

How To Relate Needs, Interest, and Aptitudes (5)
How To Study (5)
Industrial Career Kit (2,8)
INFO Job Kit (2,8)
Interest Checklist (8)
Job Application Kit (6,8)
Job Hunting Game (5)
Job Planner Class Set (5)
Job Seeker Study Posters (5,7)
Job Skills Series (5)
Job Survival Skills - Complete Multi-Media (5,6)
Learning About Me (5)
Lifestyles (5)
Making It On Your Own (2)
Multi-Media Kit: Selecting A Vocation (4)
My Career Plans Series (5)
Occupational Outlook Handbook (2,4)
Oral Communications (4,5)
Payees Package IV Complete Test Battery (4,5,6)
"People At Work" Career Awareness Programs (4)
Posters: The Working World Posters Set
 Drop-out Blues (5)
 Get It All Together (5)
 Somebody Special, YOU (5)
Preparing For After Graduation (8)
Roll-A-Role Game (2)
School Climate Improvement (1)
Self-Awareness Auction Game (5)
Self-Exploration: Who Will I Be? (5)
Self-Image and Study Motivation (5,6)
Semi-Skilled Career Kit (2,8)
Sender-Receiver Game (2)
Situational Leadership Simulator (2)
Student Motivation Series (7)
Succeeding In The World of Work Series (5,6)
Surviving In the 70's Building Self-Concept (5)
The Harrington/O'Shea System for Career Decision-Making:
 System Self-Scoring Report (4)
The Job Box (4,5)
The Process of Getting A Job (4,5,6)
The Scooby Doo Gang In Help Wanted (5)
The Ungame (4,5,6)
Your Emotions: The Coping Process (5,6)
Your First Job Reading Series (7)

APPENDIX B

LINKAGE EXAMPLES

The lists which follow indicate linkages which have been established through the Three-Tier Vocational Education Program in Duplin County. It is not a complete list, but it does provide a variety of examples of cooperation and coordination links which can be developed to enhance the educational experiences of our youth and to improve their chances of gaining meaningful employment.

Businesses and Industries

Addis Cates, Inc.
Barco-Lounger Company
Bell & Son, Inc.
Beulaville Garment Company
Beulaville Milling Company
Boling Chair Company
Borden Clay Products
Brown & Kennedy Construction Company
Burlington Industries
Calypso Plywood Company
Carolina Meat Packers
Carroll's Milling Company
Cates Pickles
Coble Dairy
Computer Resources, Inc.
C. P. Ellis Produce Company
Duplin County Wine Cellars
DuPont
Faison Manufacturing Company
Farmers' Hardware
Farrior's Furniture and Carpentry
Garris Funeral Home
Georgia Pacific Company
Godwin Realty Company
Guilford East
Hardees
Har-Scott Manufacturing Company
Hawes Blueberry Farms
Houser Realty
Jackson's IGA
Joan of Arc
Joe Teachey Produce
J. P. Stevens
Katz Department Store
Lundy's Packing Company
Made-Rite Bakery
Miller's Auto Parts
Miller's Hardware
Morrelli's Pizza

Businesses and Industries (cont'd.)

37

Mt. Olive Auto Parts
Mt. Olive IGA
Mt. Olive Pickles
Mt. Olive Sportswear
Murphy's Farms
Nash Johnson & Sons Farms
National Spinning (Beulaville & Warsaw)
N & H Milling Company
No. 1 Builders' Supply
North Carolina Hydraulics
Quinn Brothers
Quinn Company
R. L. Jackson's Groceries
Rose Hill Poultry
R & W Produce
Scotchman
Sloan's Cabinet Shop
Snutty's Restaurant
Southern Produce
Southern Supply Company
The Country Squire
The Young Squire
Thermal Pane Glass Company
Turner's Auto Parts
United Carolina Bank
Wallace Piggly Wiggly
Wallace Sewing Center
Warsaw Construction Company
Watson Seafood & Poultry
West Construction Company
Whisper Soft Mills, Inc.
Williams Milling Company
Worsley Oil Company

Social/Public Service Programs

Chinquapin Medical Center
Crist's Clinic for Women
Du-Penza Services, Inc.
Duplin County Clerk of Superior Court
Duplin County Dental Clinic
Duplin County Employment Security Commission
Duplin County Eye Clinic
Duplin County Family Planning Clinic
Duplin County General Hospital
Duplin County Health Department
Duplin County Register of Deeds
Duplin County Sheriff's Department
Duplin County Social Services

Social/Public Service Programs (cont'd.)

Duplin County Vocational Rehabilitation
Duplin Development Commission
Duplin-Sampson Area Mental Health Mental
Retardation Service
Goshen Park Medical Center
Guardian Care Nursing Home
Hawes Medical Center
Job Corps
Lenoir County Register of Deeds
Liberty Cart Outdoor Drama
Liberty Hall Historical Commission
Medical Park Nursing Center
National Association for Retarded Citizens
North Carolina Correctional Center
North Carolina Forest Services
North Carolina License Examiner's Agency
North Carolina Memorial Hospital
Omega Enterprises
Orange County Register of Deeds
Pitt County Mental Health Clinic
Plain View Health Services, Inc.
Occupational Safety Health Administration
Sampson County Register of Deeds
Social Security Administration
WAGES, Inc.
Walter West Kenan Home for Aged
Wayne County Employment Security Commission
Wayne County Memorial Hospital
Wayne County Register of Deeds
Whaley Rest Home

Schools

Agricultural & Technical State University
Bladen Technical Institute
Cape Fear Technical College
Central Park & Recreation College
Chowan College
Coastal Carolina Community College
East Carolina University
Elizabeth City State University
Fayetteville State University
Florida Association School
Hardbargar Business College
James Sprunt Technical College
John Powers Modeling Agency
Lenoir Community College
Louisburg College
Mt. Olive College
North Carolina Central University
North Carolina State University

Peachtree, Ga. School of Modeling
Pitt Technical College
Robeson Technical College
Sampson Technical College
Shaw University
Wayne Community College
Winston-Salem State University

APPENDIX C



JAMES SPRUNT TECHNICAL COLLEGE • P.O. BOX 398, KENANSVILLE, N. C. 28349 • TELEPHONE 919/296-1341

July 18, 1980

Dr. Austin Carter, Director
Duplin County Three-Tier Vocational
Education Project
Duplin County Board of Education
Kenansville, NC 28349

Dear Dr. Carter:

I would like to express my sincere appreciation to you and your staff for the excellent program that you have directed this past year. I know of no other single project that has enhanced our total educational efforts in Duplin County as much as this project. Personally, I have always believed that the articulation of programs between the public schools and post-secondary educational institutions is an absolute necessity. I think that we in Duplin County can be proud of the progress that we have made and the shining example that has been set in the articulation of our programs. The Three-Tier Project has reached many students who were potential dropouts or terminal high school graduates and encouraged them to continue their education. We certainly are indebted for the assistance given to James Sprunt by both you and the counselors. We have greatly increased our application count from every high school in this county and this can be credited directly to the Three-Tier Project.

Again, thanks for your assistance and keep up the good work.

Sincerely,

Gene E. Ballard, Ed.D.
Dean of Instruction

mws



General Court of Justice
4th Judicial District

J. A. JOHNSON, CLERK
OFFICE JUDGE OF PROBATE

CLERK SUPERIOR COURT
DUPLIN COUNTY

KENANSVILLE, NORTH CAROLINA

June 26, 1981

BERT M. MONTAGUE, DIRECTOR
ADMINISTRATIVE OFFICE OF THE COURTS

HENRY L. STEVENS, III
SEN OR RESIDENT JUDGE

JAMES R. STRICKLAND
RESIDENT JUDGE

Ms. Florie Glasser
Dept. of Administration
Office of Governor
Raleigh, NC 27611

Dear Ms. Glasser:

The Three Tier Program in Duplin has accomplished very positive results. The personnel involved in this program are all highly skilled and motivated by a compelling desire to instill in their students a high degree of ambition to achieve.

After some 20 years in County Government, working with a great number of people, several truths have become quite evident;

(1) The very best possible education is a minimum requirement, for every person.

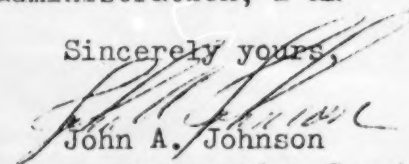
(2) For the large majority of high school graduates who do not successfully complete a college education, a vocational skill, and/or, job training becomes the required minimum.

(3) Public schools, from K through 12, have an innate obligation to afford such education to that minority group who will never enter college or attain to the ranks of the degree holding grads.

The Three Tier Program offers the brightest ray of hope for the "under-achiever" and "under-privileged." It is my fondest hope that you will use your good influences to encourage the continuation of the Three Tier Program.

Thanking you for the excellent support of education in North Carolina by Governor Hunt's administration, I am

Sincerely yours,


John A. Johnson

Clerk Superior Court



NORTH CAROLINA
DEPARTMENT OF CORRECTION
DIVISION OF PRISONS

JAMES B. HUNT, JR.
Governor
James C. Woodard
~~James C. Woodard~~
Secretary

RALPH D. EDWARDS
Director

Duplin Correctional Center
Post Office Box 737
Kenansville, N.C. 28349
June 30, 1981

Ms. Florie Glasser
Dept. of Administration
Office of the Governor
Raleigh, N.C. 27611

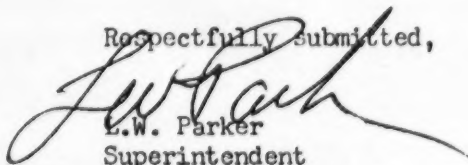
Dear Ms. Glasser:

Having worked closely with the Duplin County Public School System and James Sprunt Technical College over the last several years, we have had the opportunity to observe the Three Tier Vocational Education Program in operation within Duplin County. We feel that this is an excellent program with verified success in serving the students in career counseling and development and in improving job skills and attitudes.

As professionals dealing with a youthful offender population, who are generally school drop-outs and the failures of our public school systems, we readily see the immense value of such a program in preventing many young people from involvement in the criminal justice system and in assisting them to become productive law-abiding citizens in the community. Thus, we highly endorse this project and would like to solicit your support and assistance in providing for the continuation of this program.

Thank you for your consideration in this matter. If we may be of any further assistance, please advise.

Respectfully submitted,



L.W. Parker
Superintendent



Michael T.W. Bell
Correctional Programs Supervisor

cc: Ms. Nadine Blanton
Dr. M. Austin Carter



JAMES SPRUNT TECHNICAL COLLEGE • P.O. BOX 398, KENANSVILLE, N. C. 28349 • TELEPHONE 919/296-1341

April 8, 1981

Dr. Austin Carter, Director
Three-Tier Vocational Education Project
Duplin County Board of Education
Kenansville, NC 28349

Dear Dr. Carter:

I want to let you know how worthwhile the work you and your counselors do under the Three-Tier Vocational Education Project is to James Sprunt Technical College.

Your counselors have kept students in school who would have otherwise been high school dropouts. Because of your counselors' work, students have been routed into programs here at James Sprunt and are receiving training that will afford them a much better chance in the world of work. These three-tier students tend to have an excellent perspective of the advantages of a good educational background. The follow-up on students that your counselors do, even after they are enrolled at James Sprunt, is most impressive.

The already fine communications that we enjoy with the public schools has been improved because of the three-tier project. Because of your work, we are, as you know, in the process of articulating our Building Trades Program with the public schools. Also, your counselors have arranged many times for James Sprunt instructors to visit with groups of students to make the students aware of opportunities available in the various occupational areas.

We need to do whatever we can to insure that your program and the good works that go with it continues.

Sincerely,

A handwritten signature in cursive script that reads "Jess Outlaw".

Jess Outlaw, Director
Vocational/Technical Education

JO/kd

cc Dr. Alice Scott, Assistant Superintendent, Duplin County Public Schools
Dr. Gene Ballard, Dean of Instruction, James Sprunt Technical College

OFFICE OF
Register of Deeds, Duplin County

Mrs. Christine W. Williams, Register

Kenansville, N. C. 28349

August 11, 1981

BIRTHS
DEATHS
MARRIAGES
MAPS
DEEDS
MORTGAGES
MILITARY RECORDS
PERSONAL PROPERTY
NOTARY COMMISSIONS
CORPORATION RECORDS

Governor Jim Hunt
Raleigh
North Carolina 27611

Re: Three Tier Vocational Education
Program

Dear Governor Hunt:

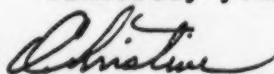
I have served in Duplin County Government for thirty seven years. During this time, I have reared two sons of my own, have been keenly interested in the Duplin County Public School System, have served on the Business Programs Committee at James Sprunt Technical College, served two years every Tuesday night as a counselor at the Duplin County Correctional Center for youthful offenders, served as a member of your Commission on Volunteers within the Criminal Justice System, and I counsel with many troubled youth on an individual basis.

Most of the frustrations that I have encountered in working with youths stem from not staying in school, not being prepared for employment and not being motivated, with most of these frustrations caused by not having had the counseling and advice needed to set goals for their lives and take the necessary steps to prepare themselves to attain goals.

The Three Tier Vocational Educational Project in Duplin County has made great documented contributions toward helping youth to get the counseling and training needed to become productive law-abiding citizens in their communities.

I highly endorse this project and solicit your support and assistance in helping to provide for its continuation.

Sincerely yours,



Christine W. Williams
Register of Deeds

CWW:jh



COUNTY OF DUPLIN

P.O. Box 585, Kenansville, N.C. 28349

Telephone 296-1240

WILLIAM J. COSTIN
D. J. FUSSELL, SR.
ALLEN D. NETHERCUTT
CALVIN C. TURNER, SR.
S. FRANKLIN WILLIAMS

July 17, 1981

Ms. Florie Glasser
Dept. of Administration
Office of Governor
Raleigh, NC 27611

Dear Ms. Glasser:

I believe that the Three Tier Vocational Education Project is one of the best programs in the Duplin County School System. It serves to meet the needs of disadvantaged youth in grades 9-12. In our particular County, a program of this type is of great importance.

This program is designed to assist the students in learning job skills which will enable them to enter the working world. It provides the means necessary for them to become tax-paying, contributing members of society; thus, minimizing the welfare burden.

The success of the program is evident by their record of high achievement in placing their students in a positive environment; i.e., a vocational/technical college, a four year college, the Armed Services, or full-time employment.

Attached is a copy of the placement record for North Duplin High School, one of the five schools involved in the project. This copy shows the plans and/or activities for grades 11 and 12 this year.

We hope the Three Tier Vocational Education Project will continue to be a part of our school system. The County is proud of its accomplishments.

Sincerely,

Ralph Cottle, County Manager

aog



quinn company inc
highway 117
box 565
warsaw
north carolina 28398 (16) 919 293 7821

August 26, 1981

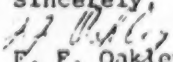
Mr. Larry Poore
Education Advisor
Office of Governor
Raleigh, North Carolina 27611

Dear Mr. Poore:

In my opinion, The Three Tier Vocational Education Program has been quite successful here in Duplin County. I think this success is very evident when we look at the record of accomplishment in placing their students in either full-time employment, the Armed Forces or institutions of higher education.

In my profession, we see a definite need for a program such as this. We have many applicants come in who can not read well enough to comprehend an application. Many of these applicants are high school graduates. I feel that this program is designed to encourage students to learn and through learning can become productive citizens and realize their own personal ambitions.

I am sure we have all heard the expression, "A mind is a terrible thing to waste." Let's not waste any minds in Duplin County. I sincerely endorse and recommend that the Three Tier Vocational Education Program be continued in Duplin County.

Sincerely,

F. F. Oakley
Personnel Director

FVO/jmp



EMPLOYMENT SECURITY COMMISSION OF NORTH CAROLINA

P. O. Drawer 311
Mount Olive, NC 28365

June 16, 1981

Dr. Austin Carter
Three-tier Vocational Program
P. O. Box 128
Kenansville, NC 28349

Dear Mr. Carter:

I would like to take this opportunity to thank you and your staff for the cooperation that you have extended to me during this past year. Our combined efforts have resulted in the development of the youth enrolled in your program. Through our linkage, I have received many qualified applicants for job referrals through your three-tier program.

I feel that your program should be extended throughout the state so that all agencies such as ESC could have the same source and qualified applicants that I received from your program.

I am looking forward to another year of linkage between my agency and yours.

Respectfully,

Kermit S. Price,
Supervisor-in-charge



PICKLE COMPANY, Inc.

June 26, 1981

Dr. M. A. Carter
Duplin County Board of Education
Kenansville, North Carolina 28349

Dear Dr. Carter:

I am writing this letter to let you know that Mount Olive Pickle Company will be happy to participate in the articulated cooperative education program between high schools and technical colleges.

Sincerely yours,

Walter C. Mangum
Vice President



**North Carolina
HYDRAULICS
Manufacturing Company**



June 26, 1981

Mr. Austin Carter
Duplin County Board of Education
P.O. Box 128
Kenansville, NC 28349

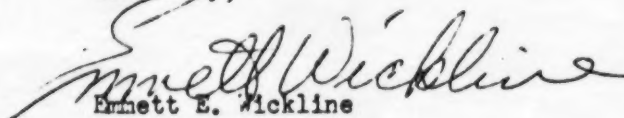
Dear Mr. Carter:

In reference to our telephone conversation today concerning a proposal for technical schools and public schools setting up a cooperative educational program, I am confirming the fact that my company would cooperate with James Sprunt Technical College and Duplin County Schools in the area of drafting if there are qualified students available and if there are positions available in my company.

I would also like to recognize the drafting department at East Duplin High School. We have worked with some of the students from the drafting department at East Duplin and they have done a superb job. I feel that the instructor is to be commended for a job well done.

If I can be of further help to you concerning this proposal, please let me know.

Sincerely,


Emmett E. Wickline
President

EEW/dwb



ADDIS CATES COMPANY, INC.
FAISON, NORTH CAROLINA 28341
TELEPHONE AREA CODE 919 267-3111

March 10, 1980

Dr. M. Austin Carter
Three Tier Vocational Educational Project
Faison, North Carolina 28341

Dear Austin:

The reports I have heard about the Three Tier Vocational Educational Project have been very pleasing.

This group of young people certainly needs special help in the areas of education and job training. Your program seems to be doing a commendable job.

I hope your work will have continued success.

Sincerely,

Curtiss Cates
President

THREE TIER SCRIPT

Slide

1. Samuel Coleridge once said, "... in today already walks tomorrow." Tomorrow is now for our young people.
2. In a futuristic society where training must be conducted for jobs which at the moment do not exist, the awesome responsibility of educational and other institutions or agencies providing educational programs is evident.
3. Three Tier Vocational Education presents
4. a partnership today
5. for tomorrow.
6. Today the American dream remains incompletely fulfilled because education has been unable to help everyone acquire the skills needed to adjust to the complexity of this technological age.
7. Change. Change in technology. Social, political and economic change make demands on education. And education seeks to meet the challenge.
8. There is expanded pressure on the education system to improve the product made available to society.
9. Pressures from society have been instrumental in such recent movements as accountability, competency-testing, management by objectives, and equal opportunities for handicapped children.
10. Since society has entrusted to its educational system the care of the most precious asset it possesses - its children, the maintenance of an atmosphere which says "we care" is too important to be permitted to occur haphazardly.
11. The purpose of the Three Tier Vocational Education Program of Duplin County is to serve economically-disadvantaged and handicapped students in grades 9-12. It provides a vocational counseling program in each of the four high schools.
12. With the assistance from a dedicated counselor, a young student is able to eliminate indecision and get himself together.
13. The program is designed to assist students in the development of job-seeking.
14. job-getting,
15. and job-keeping skills in a partnership

16. with high schools, technical and community colleges, and the employing community. A successful partnership or linkage of the educational community and the employing community is a must! A common commitment unifies the effort to meet the needs of young people.
17. The purpose is achieved through articulated programs of vocational education,
18. and vocational counseling in each of the high schools of Duplin County.
19. This program originated from the articulation project developed and tested in Duplin County.
20. The principal function of articulation is program alignment to ensure that vocational students seeking advanced instruction are not required to repeat occupational instruction which they have successfully completed in high school. A major thrust of the program is to help eliminate duplication of instruction.
21. Advanced credit earned by students entering James Sprunt Technical College result in a major savings to the individual in time, effort and money.
22. It enables the student to reach vocational goals sooner. One becomes a contribution to society, an asset to the community rather than a liability.
23. An additional component of the articulation project is an emphasis on job counseling,
24. and job placement.
25. As a part of a partnership with James Sprunt and the employing community, the high school counselor is a significant link in a program designed to improve marketable skills.
26. The Three Tier counselor seeks to develop a positive climate for learning at school, in the community, and at home. The counseling program provides guidance services, role models, knowledge of "working world", job placement, and friendship.
27. The program seeks to assist students in developing a positive self-image, the ability to cope, an awareness of career opportunities, improved study habits, and an appreciation of honest work.
28. Remove the negative and focus on the positive! The Three Tier Program formula for success seeks to eliminate apathy for life and absenteeism at school by creating an educational climate which tends to improve attendance, attitude, achievement, ability, and aptitude.

29. Because the counselor cares and is sincerely involved in helping the student create a plan for his future, the individual begins to believe in himself.
30. The plan is known as an employability plan. Through the development of a personal plan for the future, the student often gains a feeling of self-worth. An "I can do it" attitude. He knows there is a future and he can create it.
31. But before a plan can be developed an assessment has to be made of career interest and skills possessed by the student.
32. Assessment is accomplished by using
 - . an interest checklist
 - . the Harrington O'Shea System for career decision making
 - . the career-decision making program by McKnight
 - . testing programs of other agencies such as E.S.C.
 - . Student interviews
 - . and teacher evaluation.
33. In addition to state and local assessment programs for determining skills, teacher judgement is a significant criteria.
34. Once the assessment of need for a student is complete, an employability plan is developed. A plan is constructed for each student in Three Tier. The plan is designed by the student and the vocational counselor.
35. It involves assessment data
 - . participant skills
 - . interest and career objectives
 - . employability readiness
36. It considers barriers to employment to be faced or resolved by the participant.
37. It relates specific employment and training needs.
38. It states specific services and activities to be developed and provided to meet employment and training needs.
39. A job goal is stated. An individualized plan to achieve the student's goal is prepared. Both parties, the student and counselor sign the plan. A copy of the plan is kept by each.
40. Students are encouraged to develop their skills to their highest level of ability, to achieve their highest destiny. One student said concerning a counselor "You changed my outlook on life and made me believe I had a future like everybody else."

41. A strong commitment has been made on the part of the Three Tier program to establish a relationship with parents that project the philosophy of concern for each student as a person and that we care.
42. This is accomplished by keeping parents informed concerning school experience and work experience, including referral agencies.
43. Home visits are vital to the development of a good community relationship. Visitations tend to reduce absenteeism, promote course improvement in school achievement, decrease the number of dropouts, and promote increased interest in school on the part of parents. Contrary to what people might think, students appreciate home visits. Someone cares!
44. One parent who has a son enrolled in the program says the counselor often helps her son in solving problems that she is unable to help with. Parents noted improved study habits, a change which they feel is directly related to the encouragement students receive in the program.
45. A strong relationship has been developed with the employing community because of the partnership which has been established between business and Duplin County Schools and James Sprunt Technical College.
46. This partnership results in educational programs which are better designed to meet the job requirements of this community. Visits to businesses and industries in the area help keep the counselor up-to-date concerning the needs of the employing community.
47. With the assistance and cooperation of business and industry, an educational model has been developed concerning worker excellence and attitudes.
48. More important is the placement of more than 100 students in meaningful jobs during the summer by the employing community. These jobs were unsubsidized.
49. In Three Tier Vocational Education, students are active participants and not passive recipients. They are involved in the learning process. Students who have the ability and aptitude are encouraged to pursue advanced training and skill development at James Sprunt Technical College or at one of the other technical or community colleges in the area.
50. If this is not practical, job placement is sought for the student.
51. Through a strong vocational counseling program, students are better prepared to meet the demands of the working world and are more aware of the expectations of their future employers.
52. Students need a hand to guide them a shoulder to cry on, an ear that will "listen" and sometimes a simple pat on the back.
53. The vocational counselor provides resource persons for presentations; particular emphasis placed on job opportunities, job availability and offerings at technical colleges.

54. When needed, the counselor conducts individualized learning experiences (reading, communication skills, especially verbal, role playing, completion of forms)
55. The counselor works with teachers and parents to assist the student in planning for the future.
56. Students are referred to other agencies for help when the need arises.
57. Three Tier recognizes individual differences as an opportunity for a person to develop the uniqueness that is his along. Everybody is a somebody. Everyone can contribute. We seek to develop the self-worth of the individual.
58. Another student said, "I'm going to make you proud of me. One day you'll read something good about me in the paper and I know you will be happy."
59. A carpentry teacher stated "Your heart is in the right place, you really want to help students. We really needed someone like you at our school. you care!"
60. An Auto-mechanics teacher said, "I feel the program is an asset to our school. Many students are now receiving services which are necessary for them to gain skills to help them succeed in the working world. We have needed someone to relate to the disadvantaged students."
61. In the Three Tier Program, we do not seek novelty - we seek results.
62. What make Three Tier work?
63. ... People
64. ... People working together
 - . Educators (public schools, technical and community colleges, private institutions)
 - . Business and industrial leaders
 - . Community leaders
 - . Other agencies (Employment Security Commission, Health Dept., Mental Health Dept., NARC, Job Corps, etc.)
65. It is people who believe they can make a difference in the lives of young people ... and do ... because they CARE!
66. Credits.
67. Credits.